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A Study on Teacher Morale at a Selected Secondary School.

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A STUDY ON TEACHER MORALE AT A SELECTED SECONDARY SCHOOL

A Dissertation

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ABSTRACT

The intent of the study was to investigate the morale of teachers in a selected south Louisiana secondary school. Four null hypotheses were proposed and tested to identify the effect of a change of facility upon the entire group of teachers; male and female teachers; teachers under the age of thirty-seven and those who were thirty-seven years of age or older; and teachers having bachelors degrees and teachers with higher degrees that moved to a new school plant.

All forty-three teachers (N=43) employed at a selected secondary school participated in the experiment. Of that total, nineteen teachers moved to a new facility and twenty-four remained at the existing facility. There were no changes in teacher assignments, classloads, or teaching materials as a result of the change in school plants. The Purdue Teacher Opinionaire, a one hundred item instrument, was administered to each group in the fall of 1977 and the spring of 1978. The experimental group moved to the new facility in February of 1978.

An analysis of covariance was computed for each of the four null hypotheses. Each hypotheses was tested at the .05 level of significance.

This research found that none of the four null hypotheses were statistically significant. The F-tests did not approach the .05 level of significance. Furthermore, neither sex, age, nor level of education affected the morale scores of teachers that changed schools. There were slight, yet not significant, changes in the raw pretest and posttest scores for the experimental group.

The study concluded that the assumption that a new school plant will positively affect teacher morale cannot be substantiated. The author recommended that further study with consideration for short and long term effects of a change in school plant upon teacher morale be undertaken. School board members and school administrators should recognize that greater teacher morale is not a natural consequence of improved physical surroundings.

Chapter 1

INTRODUCTION

The opinions and attitudes of a number of teachers have become very negative. Elizabeth F. Noon (1976) reported that nearly 250,000 elementary school teachers were dissatisfied with their positions. According to a National Education Association (N.E.A.) survey, urban teachers were the most dissatisfied, but suburban and rural teachers have experienced job dissatisfaction. The annual turnover rate of elementary and secondary teachers has grown to nearly 225,000 elementary teachers and 140,000 secondary school teachers (p. 53) of the reported 2,463,000 elementary and secondary teachers (p. 147).

Teacher morale and job satisfaction have become a topic of extensive study. Many students have concentrated on the organizational and leadership climates in the educational sphere (Schmidt, 1976; Washington and Watson, 1976; and Morton, 1977). The importance of leadership style was affirmed by an N.E.A. survey published in Today's Education (1975) stating that 8.1 percent of the teachers surveyed did not wish to return to the school at which they were presently employed. Of those disliking their positions, 53.1 percent stated that dislike of their administrator was

the primary cause of their dissatisfaction (p. 14).

A review of the literature indicates that characteristics of job satisfaction of teachers (Warren, 1954); effects of desegregation (Cooper, 1973 and Brooks, 1977); morale, job satisfaction, and aspirations of married women teachers (Weinroth, 1977) and job satisfaction among teachers at the elementary, middle, and secondary levels (Cole, 1977) are areas that have often been the topics of study. However, the effects of the school plant on teacher morale have not been adequately studied. With the exception of studies reporting characteristics of satisfied teachers, the majority of the research involved the measuring of external stimuli on teacher morale. The effects of the educational environment on teacher morale should be empirically measured.

Statement of Problem

This study is intended to investigate the level of morale of teachers at a selected south Louisiana secondary school.

Hypotheses

It is hypothesized that:

1) There will be no significant differences in teacher morale between teachers moving to a new school plant and those remaining in the existing facility.

2) There will be no significant differences between male and female teachers' morale that moved to a new school plant.

3) There will be no significant differences between the morale of teachers holding bachelors degrees and those teachers holding higher degrees that moved to a new school plant.

4) There will be no significant differences between the morale of teachers under thirty-seven years of age and those teachers thirty-seven years of age or older that moved to a new school plant.

Definition of Terms

For the purpose of this study the following terms have been operationally defined:

1) Teacher Morale - refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation as measured by the Purdue Teacher Opinionaire (Bentley and Rempel, 1970).

2) Age - is chronological age stated in years as of October 25, 1977.

3) Higher Degrees - will include teachers with masters degrees, educational specialist degrees, doctoral degrees, or the pay increment placement of masters degree plus thirty additional graduate credit hours.

Delimitation

This study has been delimited to the investigation of teacher morale at a selected secondary school. The study is intended only to measure the morale of the faculty and of the representative subgroups of teachers with bachelors degrees only, teachers with higher degrees, age groupings, and groupings based on the teachers' sex.

Significance of the Study

School faculties moving to new school plants would intuitively have improved teacher morale. New buildings and freshly painted rooms with adequate lighting and ventilation tend to create a better atmosphere that would appear to be reflected in the teachers' attitudes. The assumption that teacher morale will be improved with new facilities has not been clearly studied (Steele and Jenks, 1977).

The implication that external rewards or contingent reinforcement will improve intrinsic motivation has been tested and found not to improve intrinsic motivation. Deci (1975) found that extrinsic motivation may, in fact, reduce the amount of internal motivation. These studies involved financial reward for subjects, with the results indicating that subjects will maintain performance longer with simply internal motivation exclusive of financial compensation (Deci, 1974; Deci, Cascio, and Koussel, 1975 cited Pritchard

et. al., 1976). Pritchard et. al. (1976) replicated these studies and supported the Deci conclusions.

The consequences of improved physical facilities upon an individual's interest and enthusiasm toward personal or organizational goals is a factor among the many external and internal inputs affecting teacher morale. The effect of school plant facilities upon the morale of teachers must be considered as a criterion in building programs and administrative decision making. The scarcity of research on this topic dictates the need for studies of this nature.

Chapter 2

REVIEW OF RELATED LITERATURE

The morale of employees has been studied extensively. These studies have primarily focused upon the industrial setting and its effects upon the worker. Since the publication of Management and the Worker (Roethlisberger and Dickson, 1939), researchers have become aware of the complex dynamics of the industrial setting. Research related to productivity and morale has studied laborers; tradesmen; lower, middle, and upper management; and professional positions.

Scientific research on worker habits evolved from time and motion studies. The Fundamentals of Scientific Management (Taylor, 1911) proposed that "... the majority of men believe that the fundamental interests of employe's (sic) and employers are necessarily antagonistic (p. 10)." Taylor stated that this belief was fallacious and led to inefficient productivity. Another early advocate of scientific management, Dr. Lillian Gilbreth (1919) listed twenty conclusions to be drawn from the introduction of scientific management. Among the conclusions identified, two were specifically related to workers in the industrial setting:

> Contrary to the widespread belief that Scientific Management kills individuality, it is built on the basic principle of recognition of the individual, not only as an economic unit but also as a personality, with all the idiosyncrasies that distinguish a person. Scientific Management fosters individuality(p.19)..

Job Satisfaction (1933) by Robert Hoppock studied the levels of job satisfaction among several occupations. Two chapters were devoted to the comparison of satisfied and dissatisfied teachers. Hoppock stated that the study of job satisfaction among teachers served a double purpose:

> ... while we are discovering possible causes of dissatisfaction among teachers and studying their attitudes toward work, we may also get some new ideas about the nature and the effect of teacher influence upon the occupational attitudes of young persons, which may in turn affect the subsequent satisfaction of these young persons with the occupations they enter (p. 148).

Hoppock's study of job satisfaction devoted an entire chapter to the definition of job satisfaction. He conceded the difficulty of defining job satisfaction, and further stated that it had been traditionally defined as whatever met a specified criterion. His tentative definition of job satisfaction was:

> ... any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say "I am satisfied with my job (p. 47).

The author stated that objective measures of job satisfaction may only exist through physiological measurement. The James Lang Theory of endocrine secretions as a response to conceptual processes was considered as an objective method for the measurement of emotional responses

involved with job satisfaction (p. 51).

Edwin A. Locke (1976) reported that "Morale is an attitude of satisfaction with, desire to continue and a willingness to strive for the goals of a particular group or organization (p. 1300). Locke emphasized that morale was future oriented and highly influenced by its group nature in contrast to job satisfaction which is more past and individually oriented. Nonetheless, both morale and job satisfaction were considered related, yet distinguishable.

Among professional educators the concept of morale has been very difficult to explicitly define. Kimball Wiles (1955) stated that, "Morale is an emotional and mental reaction of a person to his job." He went on to state that, "Actual conditions do not count. The important element in morale is what the teacher believes and feels." Wiles further stated that, "Morale is an intangible; and cannot be isolated (p. 50)." This finding was reinforced by Henry Harap (1969) who found that, "It is impossible to determine what factors affect morale in an individual case (p. 55)."

Harap (1959) reported that "good morale is what makes people secure, unafraid, productive and loyal. Poor morale is what makes people unhappy, insecure and indifferent (p.55)." The effects of high or low morale have been easier to identify than it has been to define the concept of morale. Wiles (1955) found that excessive absences, bickering, and "loafing" were signs of poor morale while

cheerfulness, enthusiasm, and dependability were signs of high morale. Wiles felt that morale affects productivity. In the case of the educator, "... if morale is high, a staff will do its best to promote effective learning." And conversely, low morale will cause the school to operate at less than its maximum efficiency (p. 51).

However, Saul D. Gellerman (1963) cited Herzberg's report that morale did not have a perfect positive correlation to productivity. His summary of two dozen reports on morale to productivity revealed that:

> In 54% of the reported surveys high morale was associated with high productivity; in 35% morale and productivity were found not to be related; and in 11% high morale was associated with low productivity... The relationship is not absolute, but there are enough data to justify attention to attitudes as a factor in improving the workers' output. ...(low) correlations mean that many factors other than job attitudes must also be affecting productivity (p. 247).

Gellerman emphasized that the influence on productivity most severely affected positions involving "craftsmanship and creativity."

Henry Harap (1959) found that the most common causes of poor morale were "inadequate salaries, large classes, poor administration, lack of a daily period of relaxation, unsatisfactory plant and buildings, and a lack of teaching materials and equipment." On the positive side;

> high regard for the leadership in the school system and in the individual schools; a relatively good salary schedule; a considerable number of small classes;

> a short but welcome period of released time for conferences with parents; a professional atmosphere; and a period of several years of consistent educational progress in the school...

were identified as factors related to high teacher morale (p. 56).

Frederick Herzberg, et. al. (1957) identified ten major factors affecting morale. In Job Attitudes: Review of Research and Opinion (1957) the following factors were listed:

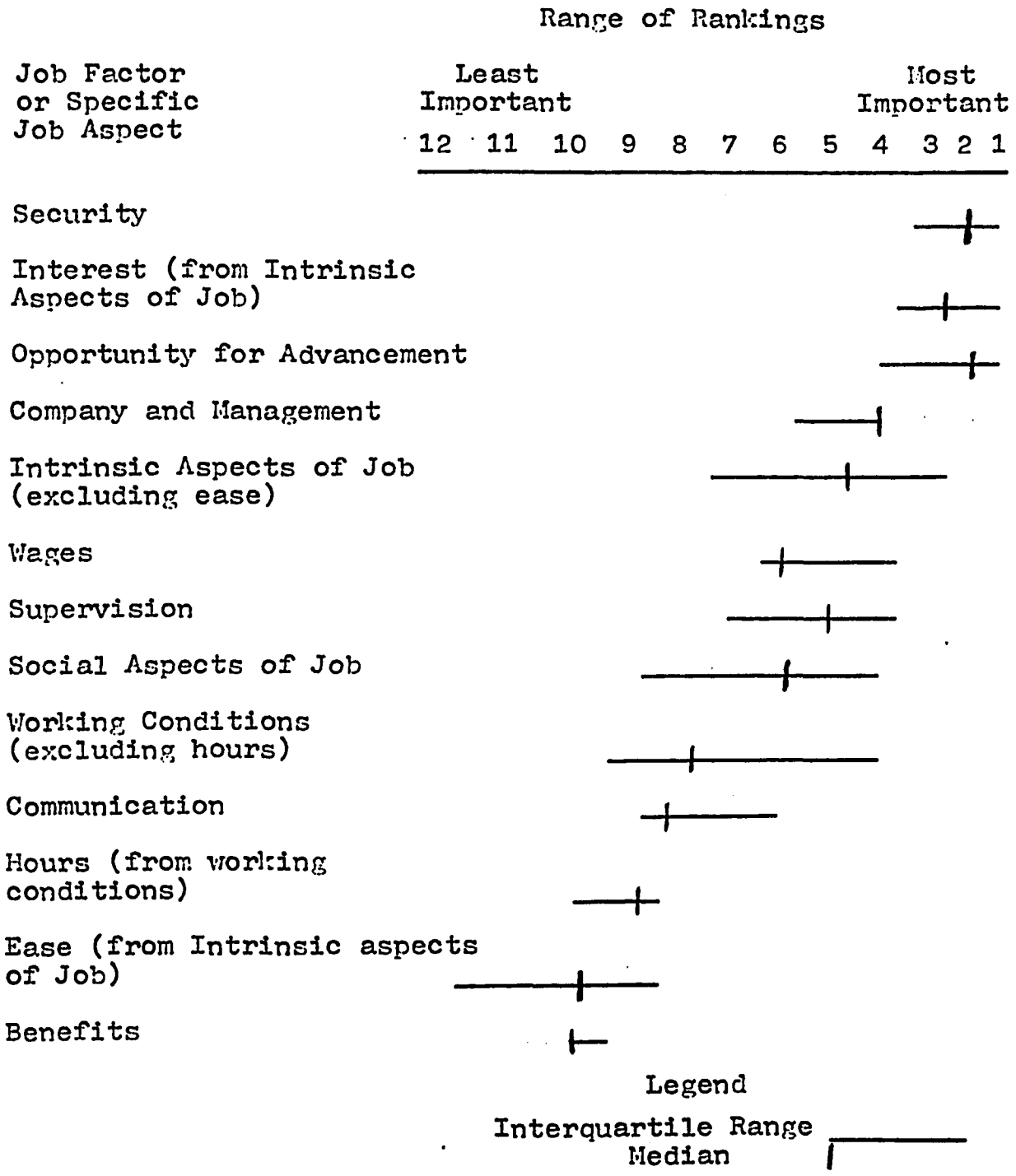
1. Intrinsic aspects of the job
2. Supervision
3. Working conditions
4. Wages
5. Opportunity for advancement
6. Security
7. Company and management
8. Social aspects of job
9. Communication
10. Benefits

The authors recognized a certain amount of overlap among the factors primarily due to the component definitions (see Appendix A, p. 41) of each factor. Herzberg reported that there was little empirical research to document the stability of the factors, but he did state that studies had supported the stability of these factors (pp. 43-44).

The relative importance of each factor was studied as a component of morale by Herzberg. Sixteen studies which involved the ranking of job factors were reviewed. Some studies had comprehensive factor rankings, while others employed the pairing of factors or a limited number of factors. The rankings of sixteen studies were averaged to yield a ranking of the ten major factors plus some

specific factors affecting morale.

Figure 1



The range of responses within the ranking further demonstrated the relative importance of the factors. Figure 1 (p. 47) presented the median rank and the inter-quantile deviations for each of the ten major and specific factors related to morale. The analysis of the research which generated the data from Figure 1 was drawn from six-teen studies with samples totaling over 11,000 subjects without regard to such variables as education, sex, occupa-tion, and level of skills (p. 47).

As previously cited, working conditions have been identified as an influence upon morale. Harap's survey (1959) reported that "... the poor condition of buildings was the second most frequently mentioned pressing problem (p. 57)." This urgency was attributed to the post war short-age of schoolhouses; and the lack of equipment and adequate teaching materials were linked together. Harap's summary concluded that, "Poor housing is a cause of irritation and, conversely, a good building created satisfaction (p. 75)."

Prior to the post war building shortage, Hoppock (1933) reported his survey results involving school facili-ties. Hoppock prepared and distributed five hundred self-estimates of job satisfaction which were completed by teach-ers from fifty-one rural and urban schools in the north-eastern United States. Responses from the 264-item questionnaire were tabulated and comparisons were made between the responses of the one hundred most and least

satisfied teachers. Scaled scores were obtained by dividing the difference from the mean by the standard error. Positive scaled scores represented satisfying criteria and negative scaled scores represented dissatisfying criteria.

Item number 144 concerned the impact of the school facility upon morale (p. 194).

Item 144

The Surroundings In Which You Work

Response	Satisfied Group%	Dissatisfied Group%	D
L	86	52	5.6
?	7	19	-2.6
D	6	29	-4.5
U	1	0	---

Hoppock declined to comment upon, or imply, any causal or correlational relationship. Hoppock stated that differences equivalent to three times the standard error were significant.

In a study conducted by Emily D. Gloster (1975) on teacher morale at a selected junior college, it was found that the plant facilities were considered a hindrance to morale. "The most frequent negative morale item dealt with lack of space or physical limitations to the classroom (p. 34)." This survey was conducted with an author-made instrument with little documentation on its validity, but the results exhibited the same tendency of previously cited studies.

A survey of teacher morale by Francis Chase (1951)

reported that school facilities are of primary importance to teacher morale. This study surveyed 1,784 teachers representing over two hundred school systems from forty-three states. When the subjects were asked to list the changes that would do the most to increase satisfaction, the majority of the responses centered around "... the improvement of working conditions, especially teaching load, school plants, and equipment (p. 129). Chase stated:

> ... good buildings and equipment and good instructional supplies received a larger number of mentions among factors contributing to satisfaction. Conversely, unsatisfactory buildings, poor equipment, and lack of special facilities were high on the list of factors contributing to dissatisfaction (p. 131).

Frederich L. Redefer (1959) surveyed 5,000 teachers representing twenty-four school districts and reported that the four major areas negatively affecting teacher morale are:

1. Board of Education and central administration relations
2. Personnel practices
3. School equipment and supplies
4. Educational leadership (pp. 60-61)

Redefer's opinionaire consisted of 108 items of which twenty-nine were considered negative. Seven of the negative items dealt with school equipment, supplies, and plant. Redefer emphasized the complex dynamics of morale and stated that administrators should recognize that "playing it by ear" may adversely affect morale and, therefore, adversely affect the quality of education provided by the schools. Redefer found that marital status, sex, age, and salary status were not determining factors of morale.

Peter D. Shilland, et. al. (1949) surveyed 216 teachers with a thirty item questionnaire. The responses were weighted and a scaled ranking of factors affecting teachers' morale was presented. "Physical Working Conditions"was ranked fourth behind "Consideration and Courtesy by Superiors," Adequacy of Equipment and Supplies," and "Does work for Which I am Prepared," in ascending order. Shilland further noted that his factor was second in importance to those surveyed among the "40 and over" age group (p. 482).

Edwin Locke (1976) found that employees generally take working conditions "for granted" unless they are extremely good or bad. A change in particular surroundings makes an explicit standard of measurement for comparison readily available. Locke found that "pleasant surroundings" and "conditions that facilitate the attainment of goals" as the most significant factors affecting the importance of the working conditions upon morale (pp. 1324-1325). But Locke stated that complaints about working conditions may be manifestations of other frustrations.

Merle F. Warren's dissertation Factors Related to Job Satisfaction of White Elementary School Teachers in Louisiana (1953) reported that 22.84 percent of the teachers surveyed considered their classrooms "too poorly equipped" and 31.83 percent stated that they had only "the bare essentials (p. 78). Furthermore, 50.55 percent

that fixed furniture, a common practice at that time, was detrimental to instruction because it inhibited mobility and reduced instructional alternatives. Warren found that 41 percent of the teachers had to improve their classrooms through planning alone without any construction or remodeling programs anticipated.

In G.M. Cloverdale's (1973) article, "Some Determinants of Teacher Morale in Australia" the results indicated that working conditions were considered the most compelling factors affecting teacher morale. This article found that the centralized, inspectitorial and bureaucratic education system hindered the creative and professional aspirations of many of Australia's teachers. In "A Pilot Study of Teacher Morale in New South Wales" also authored by Cloverdale (1975) one of the items of his survey dealt directly with school facilities. The following item and responses were abstracted from the pilot survey (p. 42):

Item 22

Outdated Conditions for Learning

Highly Important	Important	Of Some Importance	Little or No Importance
82	42	23	9

The responses indicated the importance of adequate facilities as one means of improving the educators' working conditions. This nearly four to one ratio of teachers assigning importance to the physical condition must be

mediated by the syntax of the survey item.

A survey of 2,055 teachers from North Carolina by Benjamin F. Stricklin (1963) reported that "adequate supplies and equipment" and "adequate school plant" were among the ten most significant factors having a tendency to raise teacher morale. These factors were ranked fourth and seventh respectively. Among factors that tended to lower teacher morale were "inadequate school plant" and "a lack of proper equipment (p. 4599A)." Similar findings were reached by Thomas G. Napier (1966) who listed: "High teacher morale is associated with adequate facilities and equipment" as number five among his thirteen conclusions drawn from a survey of teachers from Nebraska (P. 1228A).

Chapter 3

PRESENTATION OF DATA

Design of the Study

The study employed the nonequivalent control group quasi-experimental design. This design has been widely used in educational research involving pre-existing experimental and control groups. In this case, the groups were naturally assembled collectives as similar as possible, but the groups have not been subjected to pre-experimental sampling equivalence.

The groups were previously assembled and there was no pre-experimental sampling nor randomization. The change of school plant was assigned to a specific group beyond the experimenter's control. The subjects were informed that their school was participating in a study on teacher morale, but they were not aware of the hypotheses to be tested. All the subjects were asked to participate voluntarily with any and all responses anonymous. The subjects were not allowed to choose whether they would participate in the experimental or control groups. These groups were similar and there were no alterations to the existing groups because of or as a result of the experiment.

Population and Sampling

The entire population (N=43) of a rural, south Louisiana secondary school faculty participated in the experiment. The experimental group consisted of the teachers of grades nine through twelve. The teachers in the experimental group (N=19) changed school facilities at midterm during the 1977-78 school year. The control group was composed of teachers (N=24) of grades six through eight which remained at the existing school facility. There were no experimental sampling treatments due to the limited population.

Experimental Group

The experimental group consisted of nineteen subjects which participated in the October 25, 1977 pretest administration. Of this total, ten participants were male and nine were female. Ten of the participants held bachelors degrees and the remaining nine had masters degrees or masters degrees with additional graduate credit. Ten of the participants had not reached the age of thirty-seven and nine were thirty-seven years of age or older. All nineteen subjects completed the April 4, 1978 posttest plus one additional faculty member that was not present for the initial test administration.

Control Group

The control group consisted of twenty-four indi-

viduals who completed both the November 8, 1977 pretest and the April 18, 1978 posttest. There were twenty-seven opinionaires completed at the initial administration; six of the respondents were male, twenty were female, and one opinionaire was unuseable due to numerous omissions. Of the twenty-six acceptable opinionaires, eleven participants had bachelors degrees and the remaining fifteen had masters degrees or masters degrees with additional graduate credit hours. Fifteen of the participants were under the age of thirty-seven and eleven were thirty-seven years of age or older. At the second administration two males with masters degrees were not present for reasons unknown. One male was under the age of thirty-seven while the other was over thirty-seven years of age. Three teachers completed opinionaires that had not previously participated and the individual completing the unuseable opinionaire did not participate in the second administration of the opinionaires.

Therefore, a group of twenty-four individuals completed both the pretest and the posttest. Four participants were male and twenty were female. Eleven individuals had bachelors degrees and thirteen had masters degrees or masters degrees with additional graduate credit hours. Fourteen respondents were under the age of thirty-seven and the remaining eleven were thirty-seven years of age or older.

Instrument

The Purdue Teacher Opinionaire (P.T.O.) was utilized to measure the morale of the subjects. The P.T.O. reports scores indicating the general level of morale and sub-scores in the ten categories of:

1. Teacher rapport with principal
2. Satisfaction with teaching
3. Rapport among teachers
4. Teacher salary
5. Teacher load
6. Curriculum issues
7. Teacher status
8. Community support of education
9. School facilities and services
10. Community pressures

The Purdue Teacher Opinionaire is a one hundred item Likert type survey.

The P.T.O. has Kuder-Richardson internal reliability coefficients of .79 to .98 with an overall coefficient of .96. The test-retest correlations for factor scores ranged from .62 to .88 with a total scores coefficient of .87 when administered to 3,023 teachers in Indiana and Oregon. The test-retest correlations exceeded .80 in ninety percent of the seventy-six faculties involved with the reliability testing of the Purdue Teacher Opinionaire (Bentley and Rempel, 1970; Goldman, 1972; Rosner, 1972).

The interfactor correlations were generally below .50 suggesting that the factors were independent with only four factors indicating overlap. Goldman and Rosner (1970) stated that with the exception of the Community Pressure

factor, each factor and the total opinionaire are adequate for research use.

The P.T.O. was validated against peer judgements made by fellow teachers. Ratings of teacher morale were compared with scores from the instrument for teachers of "high," "middle," and "low" morale. Bentley and Rempel (1970) stated that the differences among these groups "... were in the expected direction and significant beyond the .05 level of significance (p. 3)."

The reviews of the P.T.O. by Bert A. Goldman and Benjamin Rosner in the Mental Measurement Yearbook (Buros, 1970) expressed concern about the validity testing. The brief statements in the manual and the manner of testing validity on peer judgements was questioned. The reviewers stated that there is evidence supporting the validity of the instrument but more empirical results should be cited for its construct validity.

Rosner (1972) stated that the primary utility of the Purdue Teacher Opinionaire is as a research tool. He characterized the P.T.O. as "a thoughtfully constructed instrument designed to assess teacher morale (p. 974)." Goldman, while less favorable toward the P.T.O., indicated that research requiring the quantitative measure of morale could incorporate the P.T.O. as a suitable instrument.

Pretest Administration

On October 25, 1977 the Purdue Teacher Opinionaire was administered to the experimental group. Specific instructions for this study (see Appendix B, p. 42) were read to the experimental group. The directions for recording responses were not altered from those suggested by the Opinionaire's authors. This same procedure was employed for the pretest administration for the control group on November 8, 1977.

Treatment

A change in the school plants was scheduled for the high school teachers of selected secondary subjects during early November, 1977. Due to construction delays the change from the existing facility (see Appendix C, p. 43) to the new school plant (see Appendix D, p. 44) did not occur until February of 1978. Student attendance at the new school commenced on Bebruary 15, 1978. This change in physical plants did not alter teacher classloads, student assignments, or teaching resources.

Posttest Administration

The posttest was given during a regularly scheduled faculty meeting on April 4, 1978 to the experimental group. The Purdue Teacher Opinionaire was administered in the same manner as the pretest. The control group was post-tested following a fourteen day interval on April 18, 1978.

The control group received the same instructions as the experimental group.

Chapter 4

ANALYSIS OF DATA

The data collected analyzed the effect of a change of school plant upon the morale of teachers. An analysis of covariance was employed for this statistical treatment as a means to statistically equate the control and experimental groups. The test scores of all forty-three subjects were utilized to test the first hypothesis while only the scores of the nineteen experimental group subjects were used in testing hypotheses two, three, and four. These test scores were collected in the fall of 1977 and the spring of 1978.

The following null hypotheses were tested at the .05 level of significance:

H_1) There will be no significant differences in teacher morale between teachers moving to a new school plant and those remaining in the existing facility.

H_2) There will be no significant differences between male and female teachers' morale that moved to a new school plant.

H_3) There will be no significant differences between the morale of teachers holding bachelors degrees and those holding higher degrees that moved to a new

school plant.

H_4) There will be no significant differences between the morale of teachers under thirty-seven years of age and those teachers thirty-seven years of age and older that moved to a new school plant.

Analysis of Data: Effect of Change in School Plant Upon the Morale of Teachers

Hypothesis number one stated: There will be no significant differences in teacher morale between teachers moving to a new school plant and those remaining in the existing facility. The pretest score was the single covariate. An analysis of covariance presented in Table 1 revealed an F-ratio of .296 on total scores on the Purdue Teacher Opinionaire between the control group and the experimental group. This F-ratio did not approach the .05 level of significance, therefore hypothesis number one was accepted.

Table 1

Analysis of Covariance of Scores: Morale Scores for the Control Group and the Experimental Group

Source of Variation	df	$SS_{y.x}$	$MS_{y.x}$	SD	F
Between Means	1	288	288		.296
Within Groups	40	39,098	977.45	31.26	
Total	41				

Key

df = Degrees of freedom	MS = Mean squares
SS = Sum of squares	y.x = Posttest results adjusted for effects of pretest results

The item analysis (see Appendix F, p. 52) revealed that the mean scores for teacher morale were interesting when compared with the norms presented in the P.T.O. manual. The control group had a mean score of 309.13 on the pretest which ranked in the fifth stanine while the experimental group's mean was 287.53 in the fourth stanine. On the posttest the control group's mean score was 305.63 which remained in the fifth stanine and the experimental group had a mean score of 286.16 which also remained in the fourth stanine.

"School Facilities and Services" was one of the ten subtests of the Purdue Teacher Opinionaire. This subtest consisted of the following five items:

16) My school provides me with adequate classroom supplies and equipment.
21) The procedures for obtaining materials and services are well defined and efficient.
49) My school provides the teachers with adequate audio-visual aids and projection equipment.
57) Our school provides adequate clerical services for the teachers.
59) Library facilities and resources are adequate for the grade or subject area which I teach.

On this subtest the pretest mean raw score for the control group was 13.08 and the posttest mean raw score was 13.625. The experimental group's mean raw score was 12.737 on the

pretest and 13.158 on the posttest. The control group's mean raw scores for this subtest were the fifth stanine on the pretest and posttest. The experimental group's mean raw scores ranked at the fourth and fifth stanine for the pretest and posttest respectively. This slight increase was not statistically significant.

Analysis of Data: Difference in the Morale Scores Between Male and Female Teachers that Changed School Plant

The second hypothesis stated: There will be no significant differences between male and female teachers' morale. The pretest score was the covariate. There were ten female subjects and nine male subjects participating in this experiment. The analysis of the morale scores for male and female teachers yielded an F-ratio of .179 as presented in Table 2.

Table 2

Analysis of Covariance of Scores: Morale Scores of Male and Female Teachers that Changed School Plant

Source of Variance	df	$SS_{y.x}$	$MS_{y.x}$	SD	F
Between Means	1	112	112		.179
Within Groups	16	9990	624.38	24.99	
Total	17				

The F-ratio did not approach the .05 level of significance and the second hypothesis failed to be rejected.

Analysis of Data: Effect of a Change in School Plant Upon Teachers having Bachelors degrees and Teachers having higher degrees

Hypothesis number three stated: There will be no significant differences between the morale of teachers holding bachelors degrees and those teachers holding higher degrees. An analysis of covariance was employed for the statistical treatment. The pretest was the single covariate. The groups consisted of ten teachers with bachelors degrees only and nine teachers with at least a masters degree. The data presented in Table 3 indicates that the F-ratio was .179.

Table 3

Analysis of Covariance of Scores: Morale Scores of Teachers with Bachelors degrees and Teachers with higher degrees

Source of Variance	df	$SS_{y.x}$	$MS_{y.x}$	SD	F
Between Means	1	112	112		.179
Within Groups	16	9990	624.38	24.99	
Total	17				

This F-ratio did not approach the .05 level of

significance and hypothesis number three failed to be rejected.

Analysis of Data: Effect of Change in School Plant Upon Teachers under Thirty-seven years of Age and Teachers Who were Thirty-seven years of Age or Older

Hypothesis number four stated: There will be no significant differences between the morale of teachers under thirty-seven years of age and those teachers thirty-seven years of age or older. The pretest scores were the covariates. An analysis of covariance presented in Table 4 presented the F-ratio of .179 between the group of subjects that were less than thirty-seven years of age and the group that had attained thirty-seven years of age.

Table 4

Analysis of Covariance of Scores: Morale Scores of Teachers less than Thirty-seven years of Age and Teachers Thirty-seven years of Age or older that Changed School Plants

Source of Variance	df	$SS_{y.x}$	$MS_{y.x}$	SD	F
Between Means	1	112	112		.179
Within Groups	16	9990	624.38	24.99	
Total	17				

There were ten subjects under the age of thirty-seven and nine subjects at the age of thirty-seven or

older. The F-ratio did not approach the .05 level of significance and hypothesis number four was accepted.

These results reflect the same finding reported by Folkins (1977)in his dissertation. Folkins (1977) found that the effect of the facilities upon the morale of teachers tended to decrease with years of service. After five years of teaching, the physical facilities had little or no impact upon the morale of teachers. The mean years of service for the experimental group was 7.05 which exceeded the period in which the physical plant most affected the morale of teachers.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the level of morale of teachers at a selected south Louisiana secondary school.

Statement of the Problem

The following hypotheses were tested at the .05 level of significance:

1) There will be no significant differences in teacher morale between teachers moving to a new school plant and those remaining in the existing facility.

2) There will be no significant differences between male and female teachers' morale that moved to a new school plant.

3) There will be no significant differences between the morale of teachers holding bachelors degrees and those holding higher degrees that moved to a new school plant.

4) There will be no significant differences between the morale of teachers under thirty-seven years of

age and those teachers thirty-seven years of age and older that moved to a new school plant.

Procedure

All forty-three teachers employed at a selected secondary school participated in the study. Of that population, nineteen teachers were moved to a new school facility shortly after the administration of the pretest. The remaining twenty-four teachers continued their employment in the existing school facility. A Purdue Teacher Opinionaire was administered to each of the participants to measure morale.

Analysis of Data

An analysis of covariance was computed for each of the four null hypotheses. The statistical treatment was employed as a means to allow for initial differences in levels of morale. Furthermore, the fact that an entire population was studied with no sampling, nor pre-experimental matching, necessitated the use of this treatment. The adjusted mean scores were tested at the .05 level of significance.

Findings

The following findings were drawn from the results of this study:

1) There were no significant differences

between the adjusted mean scores of teachers moving to a new school plant and teachers remaining at an older existing facility.

2) There were no significant differences between the adjusted mean scores of male teachers that moved to a new school plant and female teachers that moved to a new school plant.

3) There were no significant differences between the adjusted mean scores of teachers under the age of thirty-seven and teachers thirty-seven years of age or older that moved to a new school plant.

4) There were no significant differences between the adjusted mean scores of teachers who have bachelors degrees and teachers having higher degrees that moved to a new school plant.

Conclusions

The study found that none of the four null hypotheses were statistically significant. Interestingly, the control group had a higher pretest raw score mean than the experimental group. The posttest raw score means for both groups declined, but the control group's decline was greater than the experimental group's decline. Neither group's mean raw scores changed stanines between the pretest and posttest administration according to Purdue Teacher Opinionaire norms.

The experimental group did have an increase in its mean raw score between the pretest and the posttest administration on the subtest of "School Facilities and Services." The control group also had an increase on this subtest and the increase was, in fact, greater than that of the experimental group. These changes may have been a result of a reduction of overcrowding in both situations.

Lastly, neither sex, age, nor level of education affected the morale scores of teachers that changed school plants. None of the adjusted scores for any of these groups approached the .05 level of significance.

This study found that there were no statistically significant differences between the morale scores of teachers that changed school facilities and teachers that remained at an existing school plant. These results may have occurred because less than two months had lapsed between the change in school plant and the administration of the posttest. When the pretest was administered the change of school plant was scheduled to occur in November of 1977, but due to building delays the change was postponed until February of 1978. The brevity of the time period between the change in school plant and the administration of the posttest may have impacted the morale scores. Among the teachers that did change school plants, age, sex, and level of education did not affct their morale scores.

Experimenter's Observations

Most of the literature on teacher morale consisted of a survey report nature. From the late 1940's through the 1950's most of the resources surveyed teachers or listed items that teachers had reported as having an effect on their morale. During the last two decades the impact of administrative style has been the most prominently studied determinant of teacher morale.

Two years after the experiment took place the building principal at the new facility stated that the teacher turnover rate had dramatically increased. The principal further stated the belief that the level of teacher morale had declined since moving to the new school facility. These changes led the principal to state that there was a very questionable benefit from the new surroundings.

These observations in reference to the literature and the building administrator do not affect the outcome of the experiment, yet they were noteworthy. Steele and Jenks (1977) stated that a new building may cause a decline in group morale because a common obstacle has been removed, thus diminishing group cohesion. The opinions of the principal were similar to the problems that Steele and Jenks (1977) associated with new facilities.

Recommendations

From the results of this study, the following recommendations were proposed:

1) Further research on this subject with a different design should be done. A design with a pretest and two posttests, one shortly after the treatment and another after a six to eight month period has elapsed since the treatment should be employed.

2) More research examining external factors affecting morale of teachers should be undertaken.

3) Morale research should utilize instruments to measure physiological reactions rather than continuing its reliance upon opinionaires, questionaires, or other survey instruments.

4) School board members ans school administrators should allow for teacher input when considering a building project.

5) School board members and school administrators should not expect a change in teacher morale as a result of a change in school plant facility.

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Appendix A: Specific Job Aspects of the Ten Major Job Factors

Working Conditions

1. Attractive surroundings
2. Clean and orderly workplace
3. Adequacy and condition of equipment, supplies and tools
4. Lighting
5. Temperature and ventilation
6. Absence of smoke, noise, excessive heat, and odors
7. Safety conditions
8. Music
9. Recreational, food facilities
10. Medical facilities
11. Parking facilities
12. Geographical location and community
13. Hours

Appendix B: Specific Instructions

Good Morning

Introduce myself

- graduate student at LSU
- working on doctoral research
- interested in opinion research and the effects of the recent salary increase

Mr. (Name) has allowed me to survey the faculty of (School) High which is greatly appreciated.

At this time I would like to distribute the answer cards.

At the top of the card there will be identifying data blanks.

1. In the space marked school, please place a (number) in parenthesis

2. Complete the date

3. Complete the space marked age and following your age place an A if you teach in an academic area or a NA if you teach in a non-academic area.

4. Identify your sex.

5. List your highest earned degree.

In the interest of anonymity, please do not put your names on the answer cards.

If you wish to see the results, they will be available at the end of this school year. Those interested may receive copies of the completed research, but these will most likely be in the form of abstracts of the paper.

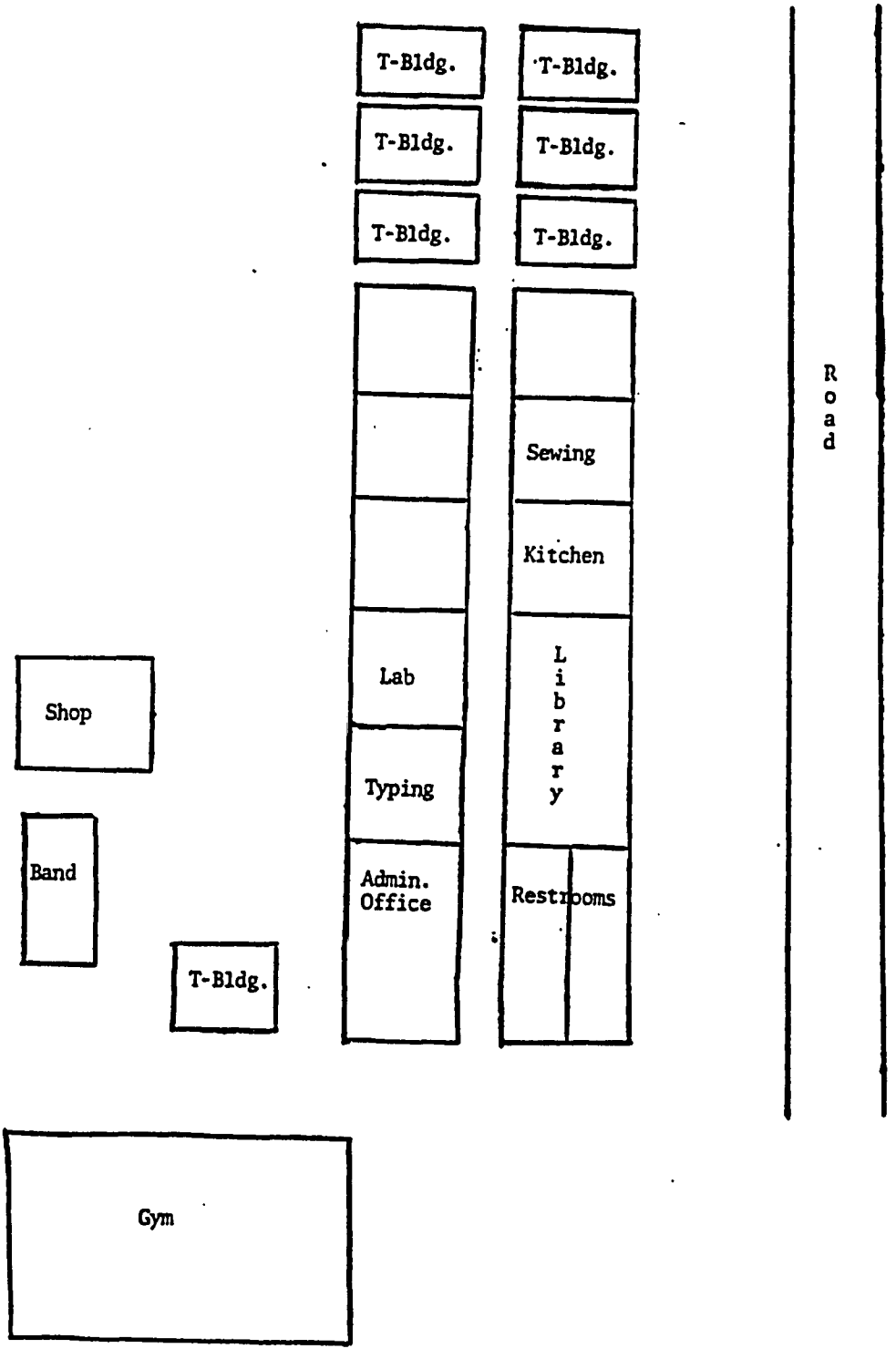
This opinionaire is <u>not</u> timed.

The responses are made on a four item Likert Scale.

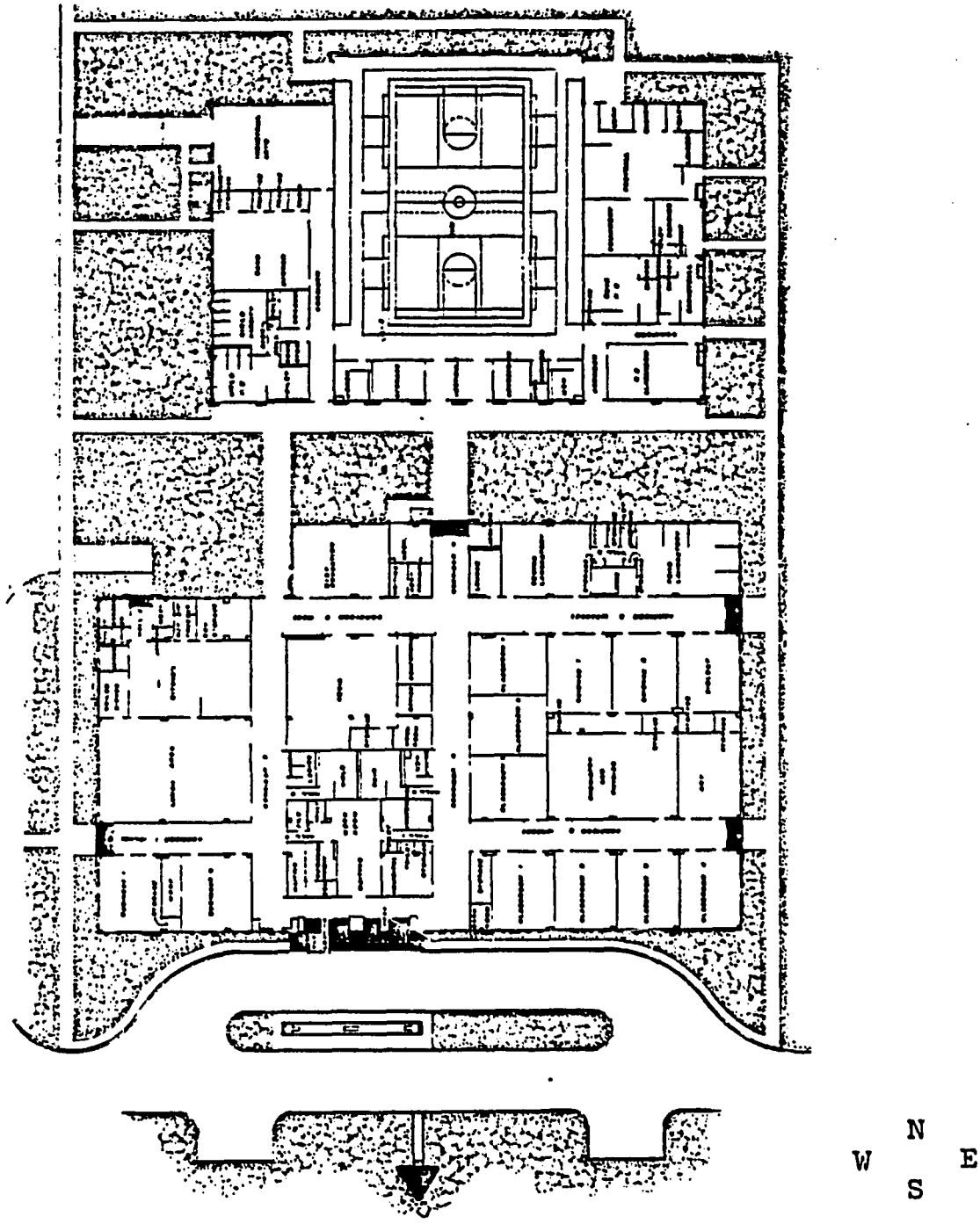
Test ...

Thank you for your cooperation.

Appendix C: Floor Plan of the Original School Plant
(From 1977 Emergency Exit Drill Procedures)



Appendix D.: Floor Plan of the New School Plan



(From the April 30, 1978 Dedication Program)

Appendix E: Purdue Teacher Opinionaire Item Analysis According to Scaled Scores by Category (Experimental Group Pretest)

Section I

Item Number	1	2	3	4	N/A
2	0	2	7	10	0
3	4	10	2	2	0
5	1	2	4	12	0
7	1	0	7	11	0
12	3	3	9	4	0
33	0	2	10	7	0
38	0	3	7	9	0
41	2	3	8	6	0
43	1	2	10	6	0
44	1	0	9	9	0
61	0	2	11	6	0
62	0	3	4	12	0
69	0	1	10	8	0
70	0	0	7	12	0
72	2	2	11	4	0
73	0	2	8	9	0
74	0	3	6	10	0
92	0	1	4	14	0
93	0	2	9	8	0
95	0	3	4	12	0

Section II

Item Number	1	2	3	4	N/A
19	2	4	4	9	0
24	3	2	7	7	0
26	3	2	5	9	0
27	9	2	5	3	0
29	6	4	8	1	0
30	3	5	6	5	0
46	0	2	11	5	1
47	3	2	10	4	0
50	0	3	4	12	0
51	2	5	7	5	0
56	0	1	6	12	0
58	0	1	13	5	0
60	3	2	5	9	0
76	2	5	9	3	0
78	0	3	12	4	0
82	0	8	7	4	0
83	2	1	7	9	0
86	0	1	6	12	0
89	1	2	10	6	0
100	1	3	7	8	0

Appendix E (cont.): Experimental Group Pretest

Section III

Item Number	1	2	3	4	N/A
18	0	0	10	9	0
22	0	0	9	10	0
23	1	2	12	4	0
28	0	3	8	8	0
48	2	0	7	10	0
52	0	1	4	14	0
53	0	2	8	9	0
54	5	6	2	6	0
55	0	1	7	11	0
77	3	0	10	6	0
80	1	5	9	4	0
84	1	2	14	2	0
87	1	3	9	6	0
90	0	5	10	4	0

Section IV

Item Number	1	2	3	4	N/A
4	3	4	6	6	0
9	9	2	5	3	0
32	5	4	7	2	1
36	3	7	6	3	0
39	3	1	10	5	0
65	7	7	2	2	1
75	2	2	10	5	0

Section V

Item Number	1	2	3	4	N/A
1	8	6	3	2	0
6	4	2	7	6	0
8	0	2	6	11	0
10	3	2	4	10	0
11	0	8	5	6	0
14	3	4	6	5	1
31	3	1	4	11	0
34	2	3	7	7	0
40	0	6	6	8	0
42	2	1	7	9	0
45	2	3	5	9	0

Section VI

Item Number	1	2	3	4	N/A
17	3	7	5	4	0
20	3	6	6	4	0
25	3	8	6	2	0
79	1	5	9	4	0
88	4	3	8	4	0

Appendix E (cont.): Experimental Group Pretest

Section VII

Item Number	1	2	3	4	N/A
13	7	3	8	0	0
15	4	3	4	8	0
35	7	4	8	0	0
37	7	4	8	0	0
63	6	5	8	0	0
64	3	5	7	4	0
68	6	5	8	0	0
71	4	8	6	1	0

Section VIII

Item Number	1	2	3	4	N/A
66	6	7	6	0	0
67	5	3	9	2	0
94	5	10	4	0	0
96	5	10	4	0	0
97	3	3	11	2	0

Section IX

Item Number	1	2	3	4	N/A
16	2	8	8	1	0
21	2	3	8	6	0
49	2	5	6	6	0
57	7	5	5	2	0
59	2	8	8	1	0

Section X

Item Number	1	2	3	4	N/A
81	1	3	11	4	0
85	2	4	6	6	1
91	5	6	5	3	0
98	1	1	11	6	0
99	0	4	6	9	0

Appendix E (cont.): Experimental Group Posttest

Section I

Item Number	1	2	3	4	N/A
2	1	2	9	7	0
3	5	3	9	2	0
5	0	5	4	10	0
7	1	0	9	9	0
12	1	3	11	3	0
33	2	4	5	8	0
38	0	3	9	7	0
41	1	1	12	5	0
43	1	1	8	9	0
44	2	2	8	7	0
61	1	1	10	7	0
62	2	1	6	10	0
69	1	1	7	10	0
70	0	2	5	12	0
72	0	3	8	8	0
73	0	1	9	9	0
74	0	3	6	10	0
92	1	3	4	11	0
93	0	3	9	7	0
95	1	3	7	7	0

Section II

Item Number	1	2	3	4	N/A
19	3	2	6	8	0
24	2	4	8	5	0
26	4	1	6	8	0
27	7	3	5	4	0
29	6	5	5	3	0
30	3	5	3	8	0
46	1	4	9	5	0
47	3	0	8	6	1
50	2	2	5	10	0
51	1	3	9	6	0
56	0	2	3	14	0
58	0	2	10	6	1
60	3	3	8	5	0
76	1	1	13	4	0
78	2	2	9	6	0
82	1	3	11	3	1
83	3	1	5	10	0
86	0	2	5	11	1
89	0	2	10	7	0
100	3	2	6	7	0

Appendix E (cont.): Experimental Group Posttest

Section III

Item Number	1	2	3	4	N/A
18	0	1	9	9	0
22	0	2	12	5	0
23	0	1	11	7	0
28	0	0	8	11	0
48	1	0	5	13	0
52	0	0	9	10	0
53	0	2	10	7	0
54	3	7	3	6	0
55	0	2	11	6	0
77	0	1	13	5	0
80	3	3	11	2	0
84	1	1	15	2	0
87	0	2	11	6	0
90	0	4	11	4	0

Section IV

Item Number	1	2	3	4	N/A
4	3	4	9	3	0
9	8	5	5	1	0
32	6	9	4	0	0
36	3	6	6	4	0
39	2	5	5	7	0
65	6	9	3	1	0
75	2	3	7	7	0

Section V

Item Number	1	2	3	4	N/A
1	9	4	3	2	1
6	5	6	7	1	0
8	0	3	6	10	0
10	1	1	3	14	0
11	3	2	9	5	0
14	4	5	4	6	0
31	3	2	6	8	0
34	2	6	5	6	0
40	0	5	6	8	0
42	1	0	5	13	0
45	2	4	3	10	0

Section VI

Item Number	1	2	3	4	N/A
17	3	5	8	3	0
20	4	5	6	3	1
25	5	7	5	2	0
79	1	5	9	4	0
88	3	4	10	2	0

Appendix E (cont.): Experimental Group Posttest

Section VII

Item Number	1	2	3	4	N/A
13	6	3	9	1	0
15	6	6	4	3	0
35	8	5	5	1	0
37	3	6	8	2	0
63	4	3	10	2	0
64	2	9	6	2	0
68	5	4	9	1	0
71	1	8	7	3	0

Section VIII

Item Number	1	2	3	4	N/A
66	5	6	8	0	0
67	4	4	10	1	0
94	4	7	7	1	0
96	0	7	7	4	1
97	4	4	7	3	1

Section IX

Item Number	1	2	3	4	N/A
16	2	5	8	4	0
21	1	8	7	3	0
49	0	6	9	4	0
57	6	5	6	2	0
59	1	8	6	4	0

Section X

Item Number	1	2	3	4	N/A
81	1	7	7	4	0
85	2	5	5	7	0
91	3	7	7	2	0
98	0	4	8	6	1
99	1	2	7	8	1

Appendix E (cont.): Control Group Pretest

Section I

Item Number	1	2	3	4	N/A
2	3	0	8	12	1
3	8	4	6	6	0
5	5	7	4	8	0
7	0	3	6	15	0
12	2	8	5	9	0
33	3	2	10	9	0
38	1	1	9	13	0
41	4	5	6	9	0
43	2	2	12	8	0
44	1	3	9	11	0
61	3	3	5	13	0
62	2	5	8	9	0
69	2	1	7	14	0
70	2	2	6	14	0
72	2	5	7	10	0
73	2	2	8	12	0
74	2	1	9	12	0
92	1	1	4	8	0
93	0	2	7	15	0
95	2	3	4	13	0

Section II

Item Number	1	2	3	4	N/A
19	0	0	10	14	0
24	0	3	9	12	0
26	0	1	8	15	0
27	1	6	8	9	0
29	2	6	8	8	0
30	2	6	6	10	0
46	0	1	9	14	0
47	2	1	7	14	0
50	0	1	3	20	0
51	0	0	8	16	0
56	1	2	3	18	0
58	0	0	10	14	0
60	0	7	5	12	0
76	2	2	6	14	0
78	0	0	9	15	0
82	0	1	14	9	0
83	1	2	7	14	0
86	0	0	3	21	0
89	0	0	8	16	0
100	0	2	11	10	1

Appendix E (cont.): Control Group Pretest

Section III

Item Number	1	2	3	4	N/A
18	4	2	8	10	0
22	4	1	7	12	0
23	0	3	7	14	0
28	1	2	7	14	0
48	1	1	4	18	0
52	1	1	7	15	0
53	0	3	10	11	0
54	5	6	9	4	0
55	0	1	10	13	0
77	0	1	10	13	0
80	0	1	11	11	1
84	0	0	12	12	0
87	0	2	10	12	0
90	0	3	12	9	0

Section IV

Item Number	1	2	3	4	N/A
4	0	6	11	7	0
9	5	4	11	4	0
32	9	8	4	3	0
36	3	0	9	12	0
39	2	7	7	8	0
65	10	4	8	2	0
75	4	6	6	8	0

Section V

Item Number	1	2	3	4	N/A
1	15	4	4	1	0
6	9	10	3	2	0
8	2	2	5	16	0
10	1	1	4	18	0
11	0	2	8	14	0
14	9	5	2	8	0
31	3	2	7	12	0
34	0	4	6	14	0
40	1	1	8	13	1
42	0	1	9	14	0
45	0	6	9	9	0

Section VI

Item Number	1	2	3	4	N/A
17	1	5	11	7	0
20	1	4	12	7	0
25	3	8	9	4	0
79	0	3	10	11	0
88	0	3	13	8	0

Appendix E (cont.): Control Group Pretest

Section VII

Item Number	1	2	3	4	N/A
13	3	7	8	6	0
15	2	3	10	9	0
35	3	8	9	4	0
37	2	3	12	7	0
63	4	3	9	8	0
64	1	2	12	9	0
68	2	6	13	2	0
71	1	10	5	8	0

Section VIII

Item Number	1	2	3	4	N/A
66	4	10	5	5	0
67	4	6	9	5	0
94	3	6	10	4	1
96	3	2	17	1	1
97	3	2	12	6	1

Section IX

Item Number	1	2	3	4	N/A
16	8	8	2	6	0
21	2	10	6	6	0
49	2	2	11	9	0
57	11	5	3	5	0
59	2	6	9	7	0

Section X

Item Number	1	2	3	4	N/A
81	4	4	8	8	0
85	0	2	10	12	0
91	2	7	10	5	0
98	2	0	9	12	1
99	0	4	5	14	1

Appendix E (cont.): Control Group Posttest

Section I

Item Number	1	2	3	4	N/A
2	4	0	6	14	0
3	8	4	9	3	0
5	5	5	5	9	0
7	0	2	10	12	0
12	3	4	13	4	0
33	1	3	12	7	1
38	0	3	10	11	0
41	0	6	12	6	0
43	0	1	14	9	0
44	0	4	8	12	0
61	2	3	9	10	0
62	3	4	4	13	0
69	1	2	8	13	0
70	3	3	3	15	0
72	2	5	6	11	0
73	1	2	10	11	0
74	0	2	7	15	0
92	1	2	7	13	2
93	0	1	11	12	0
95	2	3	7	9	3

Section II

Item Number	1	2	3	4	N/A
19	0	1	14	8	1
24	0	3	11	10	0
26	0	0	9	15	0
27	1	3	9	11	0
29	2	10	7	5	0
30	2	5	9	8	0
46	0	1	7	16	0
47	0	1	10	13	0
50	0	0	5	19	0
51	0	0	8	15	1
56	2	1	4	17	0
58	0	0	14	10	0
60	1	5	8	10	0
76	0	1	10	13	0
78	0	0	13	11	0
82	0	0	16	9	0
83	0	2	7	15	0
86	0	0	4	20	0
89	0	1	7	16	0
100	0	2	6	13	3

Appendix E (cont.): Control Group Posttest

Section III

Item Number	1	2	3	4	N/A
18	0	4	4	16	0
22	0	5	8	11	0
23	0	2	8	14	0
28	0	1	6	17	0
48	1	1	5	17	0
52	0	2	6	16	0
53	0	1	12	11	0
54	6	6	6	6	0
55	0	1	7	16	0
77	0	1	11	12	0
80	0	1	16	7	0
84	0	2	13	9	0
87	0	6	10	7	1
90	1	2	16	5	0

Section IV

Item Number	1	2	3	4	N/A
4	2	7	13	2	0
9	6	6	8	4	0
32	6	5	9	3	1
36	3	1	15	5	0
39	2	6	11	5	0
65	5	9	7	3	0
75	3	6	10	5	0

Section V

Item Number	1	2	3	4	N/A
1	15	3	5	1	0
6	10	6	7	1	0
8	1	1	6	16	0
10	4	2	3	15	0
11	0	6	11	6	1
14	4	2	9	9	0
31	0	1	9	14	0
34	0	3	11	10	0
40	3	3	7	11	0
42	0	1	11	12	0
45	0	4	11	9	0

Section VI

Item Number	1	2	3	4	N/A
17	1	2	10	10	1
20	0	7	9	8	0
25	3	6	12	3	0
79	3	3	8	10	0
88	0	1	14	9	0

Appendix E (cont.): Control Group Posttest

Section VII

Item Number	1	2	3	4	N/A
13	3	4	11	6	0
15	1	4	9	10	0
35	2	9	10	3	0
37	0	5	11	8	0
63	1	5	8	10	0
64	3	5	11	5	0
68	2	5	13	4	0
71	2	6	12	4	0

Section VIII

Item Number	1	2	3	4	N/A
66	2	9	9	4	0
67	3	5	10	6	0
94	2	9	8	5	0
96	1	5	11	3	3

Section IX

Item Number	1	2	3	4	N/A
16	5	2	12	5	0
21	3	5	15	4	0
49	0	2	6	16	0
57	10	4	5	5	0
59	3	3	10	8	0

Section X

Item Number	1	2	3	4	N/A
81	1	3	13	7	0
85	1	0	15	8	0
91	2	8	13	1	0
98	2	1	10	8	3
99	0	1	7	13	3

VITA

Mark Fickie is the son of Margaret and Ward Fickie. He was born May 5, 1951 in Webster Groves, Missouri.

In 1969 he received his high school diploma from Webster High School in Webster Groves, Missouri. He later attended Southwest Missouri State University in Springfield, Missouri where he earned a Bachelor of Science in Education degree in 1973. In 1975 he received his Master of Science in Education degree with a major in Secondary School Administration, also from Southwest Missouri State University.

His professional career began as a teacher at Southwest R-5 School District in Washburn, Missouri during the 1974-1975 academic year. The following two years he was the Academic Dean at Gables Academy in Baton Rouge, Louisiana. During the 1977-1978 academic year, he was the principal of Little Flower School in Arnaudville, Louisiana. Since that time he has been employed by Capital Marine/ Chotin Transportation as assistant manager of vessel personnel.

He married the former Miss Shirley A. Pedigo of Festus, Missouri in June of 1972 and has one child, Matthew, born in 1978.

EXAMINATION AND THESIS REPORT

Candidate: Mark Fickie

Major Field: Education

Title of Thesis: A Study On Teacher Morale At A Selected Secondary School

Approved:

R. C. Van Kuren
Major Professor and Chairman

James D. Tranghan
Dean of the Graduate School

EXAMINING COMMITTEE:

Dan Adams

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Robert C. Cox

Eric L. Thurston

Date of Examination:

July 7, 1981